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ABSTRACT

Designed to help special needs students develop an awareness of their own individual characteristics, values, interests, aptitudes, abilities, and personality, this self-inventory is the first unit in a nine-unit secondary level careers course intended to provide handicapped students with the knowledge and tools necessary to succeed in the world of work. The first section on assessing one's personallty type contains eleven self-assessment activities including defining one's idea of happiness: speculating on one's future life style: assesing one's personal habits, strenghths, personality traits and type, interests, and weaknesses: and isolating positive and negative personality traits in a group of fictitious persons. In section 2 students are required to assign numerical ratings to various personal values and goals. After an initial discussion of the terms aptitude and ability, the third section contains five activities designed to measure student aptitudes (instructions for taking the CCPS inventory, a skills ability inventory, a work and study preference inventory, follow-up activities to the GATB test, and practice in using the Occupational Outlook Handbook). A career profile posttest concludes this unit. (The other eight course units which include activities on job applications, interviews, and changes as well as budgeting are available separately--see note.) (MN)

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CAREERS

(A Course of Study)

UNIT I

SELF INVENTORY

CE 026 284

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NATIONAL INSTITUTE OF EDUCATION

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

C A R E E R S

(A Course of Study)

The purpose of this Careers Course of Study is to help provide special-needs students with necessary tools to succeed in the world of work. The course is intended to involve the students in learning about themselves and their relationship to their future Careers; and the activities included are intended to help the student gain the skills necessary for employment.

INTRODUCTION

TO

UNITS 1 to 9

A LETTER TO THE STUDENTS

Dear Student,

I bet you re thinking or saying, "WHY DO WE HAVE TO DO THIS STUFF?!?!?!?!? Let me tell you why:

Sometimes looking at ourselves and what we want from life can be a real bore, but sometimes we have to do it so that our future will be the best we can hope for. We have to work for that future.

These worksheets were made with YOU in mind, and though they might sometimes mean a lot of thinking and writing and work, they are meant to help you make some decisions about what you want to do with your life. When you get done with these worksheets, we hope we will all be a little wiser about what we want for our futures. How many of you really know what you want from life...? And do you know how to go about getting it...? You're right, not all of us do, and that's okay! But, we hope that this will HELP YOU decide what you want to do for a job in your life and why that job might be best for you.

There are a few units that have a lot of reading. But, the reading is not hard. It is written so that it will be easy to read for you. If you don't like to read, get a friend and take turns reading and talking about what you have read. Working with a friend can be a good way to learn. (Of course this is up to your teacher.)

If you don't know what a word means in one of the units, be smart and ask your teacher what it is. Don't be the dummy - ASK QUESTIONS when you want help. Your teacher is there to HELP YOU GET SMARTER!

Good luck - if you do the best job you can with these units, you will learn alot about the world of work.

HERE WE GO!!!!!!!!!!

A WORD ON THE VOCABULARY WORDS....

Of course, alot of the words you will see at the beginning of every new unit are very long, but don't let them scare you. You will soon see these words so much when you start looking for a job that they soon will become very easy. We're here to help you, so <u>don't forget to ask</u> if you want help.

UNIT I: SELF INVENTORY

Objective

Note to the Teacher

Vocabulary

CHAPTER 1 - Your Personal Self

Activity 1: Happiness

Activity 2: Your Life In Ten Years - Your Life Style

Activity 3: What Do I Do?

Activity 4: Personal Strengths

Activity 5: Self-Rating Your Personality

Activity 6: Accepting Yourself

Activity 7: Other People/People's List

Activity 8: Your Personality Type

Activity 9: Your Personality Type - Myers-Briggs

Activity 10: Your Interests - Hobbies, Interests, and Education

Activity 11: Questionnaire - On Measuring Myself

CHAPTER 2: Your Values

Activity 1: Your Values

Activity 2: Personal Values

Activity 3: Personal Goals

CHAPTER 3: Your Aptitudes and Abilities

Introduction

Activity 1: COPS

Activity 2: Skills and Abilities Inventory

Activity 3: Work-Study Questionnaire

Activity 4: Administer the GATB - Make 3 Job Choices

Activity 5: How To Use The Occupational Outlook Handbook

POST-TEST: Career Profile

UNIT I: Self Inventory

Objective: The student will develop an awareness of his own individual characteristics -- including his values, interests, aptitudes, abilities, and personality.

Dear Teacher,

There are several vocational interest surveys offered throughout this unit. All the vocational inventories that are offered in this section would be extremely helpful to your student if he would complete at least two (2) of these inventories so that he may have reflected to him his abilities and interests. There are worksheets on each of these inventories to aid the student and you.

Inventory suggestions:

COPS

Myers-Briggs

GATB

16PF

Choose those that are available to you through your school.

WORDS YOU SHOULD KNOW

These are words you should know before you start this unit. If you don't know these words, see your teacher for some help.

1. self-inventory
2. careers
3. aptitudes
4. abilities
5. future
6. personality
7. traits
8. training
9. work conditions
10. personal
11. personality
12. strengths

YOUR PERSONAL SELF

CHAPTER I

HAPPINESS!

Write your own idea of what happiness is - you can write sentences or just write about it as your would a paper.

YOUR LIFE STYLE

1. Imagine yourself as you think you will be in ten years. In the space below, talk about what you think your life will be like. Be sure to add the things that show a person's Life Style: Your job, your education, the place you might be living in, and the other people in your life.

2. Look over what you wrote in #1. How is your future Life Style different from your parent's? Are there any similarities? Or differences?
Use this space to write:

YOUR LIFE IN TEN YEARS -
YOUR LIFE STYLE

Ten years from now, what will you be doing? What would you like to be doing? The first step in finding the right job is to find out what interests you. The job you would like to do most is probably the job you will do best.

How can you find out what you want to do?
What can you do?
The right kind of job for you depends alot on what you like to do.

Let's talk about the meaning of the words "LIFE STYLE":

"Life style" is a way to explain how a person lives. Some people live alone, some are married; some have day jobs and some of them have night-time jobs; some people don't have children and some will have several or maybe only one child; some folks will go to church and some won't go at all. Some people are home-lovers and some travel all around the country; some people are active in sports and some just watch sports... However you choose to live your life is called YOUR "life style."

WHAT DO I DO?

Put a check in the right column.

Answer each question as "NEVER", "SOMETIMES", or "NEARLY ALWAYS"; whichever is nearest the truth for you!

	Never	Some-times	Nearly Always	What am I doing to improve
A. I make my own decisions (or do I always ask someone else?)				
B. I plan ahead.				
C. I follow directions.				
D. I listen to others (Or must I always be talking?)				
E. I try to get along.				
F. I will arrive some-place when I said I will.				
G. I go to work with-out someone pushing me.				
H. I finish things that I start.				
I. I finish the job when I should.				
J. I am dependable.				

Signature

PERSONAL STRENGTHS

1. Underline two or three of the sentences below that you feel best fits what you feel about yourself:

   A. People can trust me.
   B. People like to be around me.
   C. I think for myself.
   D. I know my own feelings.
   E. I use my talents.

2. Explain the sentences that you chose to be true for you.

_____

_____

_____

_____

3. List two other things that are good about you and why.

_____

_____

_____

4. Get together with another student or your teacher and tell them what you think your strengths are - use your list if you want. Your partner should then help you add to your STRENGTH list.

_____ _____ _____

_____ _____ _____

_____ _____ _____

SELF-RATING YOUR PERSONALITY

Rate your own personality according to the chart below:

- Ask your teacher to read over the list with you if you need help;-

PERSONALITY RATING				
TRAIT	EXCELLENT	GOOD	FAIR	NEED TO IMPROVE
ATTITUDE				
COURTESY				
DEPENDABILITY				
DESIRE TO SUCCEED				
ENTHUSIASM				
FORESIGHT				
FRIENDLINESS				
HEALTH				
HONESTY				
INITIATIVE				
LOYALTY				
MORALITY				
NEATNESS				
OPEN-MINDEDNESS				
PERSONAL APPEARANCE				
PUNCTUALITY				
SELF-CONTROL				
SENSE OF HUMOR				
TACT				
USE OF VOICE				

ACCEPTING MYSELF

1. Make a list of the things that you have done that you feel good about. Don't be shy! Be honest and explain well. What are the things you're proud of?

2. Meet with a partner or teacher. Share your lists with each other. Help each other to make lists of skills, talents, abilities that helped you to do the things you listed in #1.
My strengths are:

_____

_____

_____

_____

3. Look at the following list of ways people act. Circle those numbers that are true of you.

1. like myself
2. trusted by others
3. can keep a secret
4. feel good about myself
5. use my talents
6. like to be around people
7. glad I'm the sex I am
8. help people with their problems
9. can complete a job
10. enjoy working
11. often say the right thing
12. think of myself
13. enjoy people
14. don't waste time
15. trust myself

4. Think over the things you said about yourself from the first 3 activities, On the following scale, place an "X" where you see yourself:

A. How do you feel about what you have done in your life?

not happy with them very happy with them

0----------10

B. How do you feel about yourself?

not good very good

0----------10

5. If there is anything you'd like to change or improve about yourself, write it here:

a._____

b._____

c._____

d._____

e._____

f._____

OTHER PEOPLE

1. Make a list of the different "types" of people you see at your school. You may talk about this with a partner or teacher.

_____ _____

_____ _____

_____ _____

2. Look at the "People List." (On the next page) Read it over. Select 4 people from the list you would like to have as friends. Write their names. Next to each, write the reason why you chose this person. If you need help ask a partner or your teacher.

	Name	Reason
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____

3. List anyone on the "People List" you would <u>not</u> like to have as a friend. Next to each name, explain.

	Name	Reason
1.	_____	_____
2.	_____	_____
3.	_____	_____

4.

a. Who would be the first person from the list you would be willing to approach (go up and talk to them)?

Name_____

b. How would you approach this person?_____

_____

c. Why is it sometimes hard to say "hello" first?

_____

PEOPLE'S LIST

1. KITTY — Kitty sits behind you in class. She works hard in school. She is into Women's Lib and will use any chance to tell you her views. She is also active in the peace movement.

2. JANICE — Janice is a great guitar player. She is usually dressed in jeans, a T-shirt and sandals. She seems to daydream during most of her classes.

3. BUD — Bud has the lead in the school play. He lives around the corner from you and has given you a ride to school. He's a very outgoing person, but some find him too pushy.

4. STEVE — Steve is co-captain of the football team as well as a forward on the basketball team. He is very smart and is well liked by students and teachers. He is shy and quiet, but not with his good friends.

5. TOM — Tom is better known as the "class clown". He can make a joke out of anything, but sometimes he says too much, mostly to teachers. Tom also works after school at the gas station across town. He just bought a great motorcycle.

6. JANE — Jane is very pretty and popular. She's fun to be with and always has a date. She won the national Homemaker of the Year award. Some people think she is a snob.

7. JIM — Jim's only interest seems to be getting good grades. He wants to be a doctor and so he must get a scholarship to go to medical school, so he is always studying.

8. SHERRY — Sherry is a very quiet person. Due to money problems at home, she has to work every day after school, as well as on the weekends. Her grades are not too good, and because of her job she hardly ever comes to school activities.

9. RAY — Ray is the "straight" type. He is a B or C student. He is in all the school sports and has a steady job. He gets along with everyone.

10. JERRY — Jerry spends alot of his school time in the "head". He has problems getting along with parents and teachers. He often cuts class and thinks high school is a waste of time.

11. JUDY — Judy is friendly, but is often late to classes. She doesn't care alot about school, but does okay

with her grades anyway. She spends alot of time with her friends and gets along with teachers. She has alot of hobbies and outside interests- mostly boys. She likes to feel she is "different" than everyone else.

YOUR PERSONALITY TYPE

1. Take the 16PF Personality Inventory.

2. Score the Inventory.

3. Make an appointment to see your counselor if you need to understand your inventory results better.

4. Tell why you agree or disagree with the results of the inventory.

_____

_____

_____

5. Do the results surprise you?

_____

_____

_____

6. Pick one result and tell why it is true.

_____

_____

_____

YOUR PERSONALITY TYPE--MYERS-BRIGGS

1. Take the Myers-Briggs Personality Inventory.

2. Score the Inventory

3. Write your Inventory.

4. Get a description of your personality type from the Career Information Aide or your teacher.

5. Make an appointment to see your counselor if you don't understand the results of the Inventory very much.

6. Read your description. Underline 2 statements with which you agree. Give an example of each of your statements. It should be something <u>you</u> <u>do</u>. Write here:

1. _____

_____

2. _____

_____

YOUR INTERESTS

Hobbies, Interests, and Education

Part of getting to know and understand yourself is to take a look at your interests. This can be done by thinking about the things you like best. Those things which are exciting to you, or in which you do well are often the most interesting to you. Think about your hobbies. How do you like to spend your spare time? Many successful photographers were once interested in taking pictures only as a hobby. What classes in school have been your favorite? If you have taken some vocational classes, you may have developed an interest in one career field. Are you, or were you, involved in any social activities outside of school, perhaps your church, YMCA, YWCA, Brownies, Cubscouts, Little League, or others? These and other questions can be asked and answered by you. Your answers will help you to a better understanding of yourself.

To help decide your likes and dislikes, there are many interest inventories which you can take on the next page.

Hobbies, Interests, and Education

You should think about your hobbies. You should know if the job you are thinking about will help you to enjoy it more or if it will not allow you to enjoy it at all because of time.

HOBBY INTERESTS CHECK-OFF

In the list of hobby activities which appear below:

Write the number 4 in front of the activity if it is extremely interesting to you;

Write the number 3 if it is very interesting to you;

Write the number 2 if it is fairly interesting to you;

Write the number 1 if it is a little interesting to you; or

Write the number 0 if it is not interesting to you at all.

_____ART
_____GO TO SPORTS
_____BALLETS AND OPERAS
_____BOWLING
_____BRIDGE
_____CAMPING
_____DANCING
_____FISHING
_____GOLF
_____MUSIC
_____PARTIES
_____PHOTOGRAPHY
_____PICNICS
_____PING PONG
_____PLAYS OR CONCERTS
_____POLITICAL ACTIVITY
_____SAILING
_____SKIING
_____SPORTS CARS
_____SQUARE DANCING
_____SWIMMING
_____TENNIS
_____TRAVEL (FOREIGN)
_____VOLLEYBALL

_____ WATER SKIING

_____

_____

_____

From the hobby interest which you rated very interesting or extremely interested, which are your favorites?

FIRST CHOICE_____

SECOND CHOICE_____

THIRD CHOICE_____

FOURTH CHOICE_____

QUESTIONNAIRE - ON MEASURING MYSELF

Use T (True) or F (False)

____1. You need to think about your work in order to do a good job.

____2. Cheerfulness is a good habit.

____3. You need a bath twice a week or more.

____4. Hobbies help you to make friends.

____5. You may be asked to have a check-up with a doctor when you apply for a job.

____6. The number of hours of sleep you get makes no difference to your work.

____7. Healthy food helps one to keep well.

____8. You need to be well if you would work.

____9. Breakfast is important for health.

___10. A telephone operator needs good hearing.

___11. A bookkeeper needs good eyes.

___12. A doctor needs a college education.

___13. The food trades offer many different jobs.

___14. A beginning job does not pay as much as a semi-skilled job.

___15. Most beginning jobs are unskilled and it takes only a few hours to learn the duties.

___16. Today there are opportunities (many chances) for job training.

___17. Vocational Skill Centers train young people for industry.

___18. A good work experience record helps one to get a job.

___19. Before-job training is given in many high schools.

___20. Some business companies work with the school.

___21. Some business firms train their workers.

___22. You are wise to learn about job opportunities in your area.

___23. You know your strengths before you apply for any kind of job.

___24. Many companies expect you to join the union when you get a job.

YOUR VALUES

CHAPTER II

YOUR VALUES

Our values are those things that we think are important. Up to the age of about 15 or 16, our values are much the same as those of our parents. If our parents feel that taking part in religious activities is important, so do we. It is one of our values. If they feel that having a bath everyday and being neatly dressed are important, so do we. But, when we are in high school, we begin to set our own values. We keep some of the ideas of our parents and reject some too. We take a look at life to decide how we want it to be. We think about these questions and our answers have a lot to do with the kind of work we later go into.

The following worksheets will help you to begin to see your values. As you think about your values, you will begin to get a better understanding of who you are and of why you do certain things.

PERSONAL VALUES

Talk about what "personal values" are with your teacher.

From the following list, put in order your most important values and then discuss with the teacher. Really think about these things.... Place a number after each word.

Wealth_____

Success_____

Health_____

Happiness_____

Love_____

Respect for others_____

Courtesy_____

Fairness_____

Honesty_____

Power_____

Self-respect_____

Sportsmanship_____

Friendship_____

Spiritual beliefs_____

Beauty_____

Cleanliness_____

Pleasure_____

PERSONAL GOALS

Student's Name_____Date_____

Now that you have talked about your own feelings about your personal goals, list these eight personal goals in the order you hope to do them: first, second, etc.

1. Get a job
2. Get married
3. Rent an apartment
4. Buy a car
5. Buy a home
6. Buy furniture
7. Continue my education
8. Enter military service

YOUR VALUES IN ORDER OF IMPORTANCE

1._____

2._____

3._____

4._____

5._____

6._____

7._____

8._____

Show the list to your teacher.

YOUR APTITUDES AND ABILITIES

CHAPTER III

INTRODUCTION TO APTITUDE AND ABILITY

Having an interest in a career is not all that is necessary. You must also have the necessary aptitude or ability also.

Ability means - A person is able to do it. He may have worked very hard to develop the ability or he may have a natural talent for it.

Aptitude means -When a person seems to be born with natural talent which makes it easy to learn certain things.

It is much easier to learn those things for which you have an aptitude. For example, some people are able to learn to play the piano with no lessons, and others still do not play very well even after years of teaching. The same is true with some careers, such as music, a natural talent (aptitude) is a must to be successful. Therefore, in order to decide what sort of work would be best for you, you should know something about your aptitudes or your abilities- both those which are mostly mental and those which are mostly physical.

COPS

Activities:

1. Your teacher will give you a COPS survey.
2. Read the directions on the front page. If you do not understand, ask your teacher for further information.
3. Read the statements on page 2. Mark your answers on the scoring sheet.
4. After you have completed the survey, compute your score in the following way:
   A. 3 points = L
      2 points = l
      1 points = d
      0 points = D
   B. Add all scores across.
   C. Add the totals for all the A's, all the B's, all the C's, etc.
   D. Circle the numbers from the boxes on the sliding scale on the graph using either male or female column or both.
   E. Connect numbers with a straight line to indicate your high and low interest areas.

   If this is not clear, your teacher will be happy to help.
5. Select a career indicated in your highest area of interest to find out more about.

ANSWER THE FOLLOWING QUESTIONS:

1. What was your highest interest area?_____

2. What career did you select from the general area?_____

_____

3. What did you learn about yourself in doing this?_____

_____

_____

_____

SKILLS AND ABILITIES INVENTORY

Student's Name_____Date_____

As a result of what you have done so far, list your own abilities or skills. Begin with your strongest and end with your weakest skill.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Choose the skill which best suits the job you would like to have. If you don't have some skills, list skills that you would like to have. Say where and how you can develop them. Ask the teacher for help if you need it.

_____

_____

_____

SKILLS AND ABILITIES INVENTORY

Student's Name_____Date_____

As a result of what you have done so far, list your own abilities or skills. Begin with your strongest skill and end with your weakest skill.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Choose the skill which best suits the job you would like to have. If you don't have some skills, list skills that you would like to have. Say where and how you can develop them. Ask the teacher for help if you need it.

_____

_____

_____

WORK-STUDY QUESTIONNAIRE

Please answer these questions the best you can.

1. What job did you enjoy most this year? (If any)

_____

2. Why did you like this job? (If any)

_____

3. What job did you like the least?

_____

4. Why? Give your reasons.

_____

5. What on-campus job would you want next year?

_____

6. Who would you like to work for?

_____

7. What type of work after graduation would you like?

_____

8. Do you like to work indoors or outdoors?

_____

9. Do you like to work with tools?

_____

10. Do you like to work standing up, sitting, or moving around?

_____

11. Do you like physical labor?

_____

12. Do you like paper work?

_____

13. Do you like working with other people or alone?

_____

14. Do you like working for a man or woman?

_____

15. Would you like to work for an older or younger person?

_____

16. What is the least amount of money you would work for per hour?

_____

17. Would you object to wearing a uniform?

_____

18. Who do you think is the best worker in class? (You can write their initials)

_____

19. Who do you think is the worst worker in class? (You can write their initials)

_____

20. Do you like to change jobs often or stay on one job for a long time?

_____

21. Do you mind getting your hands dirty?

_____

ADMINISTER THE GATB

Teacher: Following the interpretation of the test results, students should identify at least three occupations in which they are interested and in which it is probable that they could succeed according to aptitude test.

Now that the teacher has told you the results of this test:

MAKE 3 JOB CHOICES

These should be jobs you think you want to do.

1. _____

2. _____

3. _____

DUTIES AND RESPONSIBILITIES

Briefly describe the duties of the job you have selected:

_____

_____

_____

Would this work be interesting to me?

_____

_____

Am I able to learn to do this work well?

_____

_____

WORKING CONDITIONS

Tell about the working conditions on this kind of job:

_____

_____

_____

_____

Do these conditions of work fit in with my values?

_____

_____

Do these conditions of work fit well with my personality?

_____

_____

Is this the kind of work I will be able to keep doing until I am 65?_____

_____

HOW TO USE THE OCCUPATIONAL OUTLOOK HANDBOOK

Follow the directions below:

1. Get the most recent Occupational Outlook Handbook from your teacher or career center.
2. Turn to the Table of Contents and select a career.
3. Read the information about the career you have selected and answer the questions on this sheet.

Please answer the following questions:

1. What career did you choose?_____

2. What is the employment outlook now and for the future?

   Good_____Fair_____Poor_____

3. What training and requirements are necessary?_____

_____

_____

4. How much money will you make?_____

5. What will be the working conditions?_____

_____

CAREER PROFILE - POST TEST

Job Information About:

_____
(Your Name)

VALUES

My top 4 values are:

1._____ 3._____

2._____ 4._____

I would prefer to work with: (check your choice)

_____people _____things

_____people & things _____ideas

_____people & ideas _____things & ideas

_____people, things & ideas

My favorite classes in school have been:

1. _____ 3._____

2._____ 4._____

PERSONALITY

My personality is basically:

_____outgoing _____moderately outgoing

_____not outgoing

PERSONAL GOALS

The following items are decisions young adults make. some of them may not apply to you. Study them carefully and decide the order in which you plan to accomplish them. Write 1) in the box before the first goal you hope to achieve, 2) in the box before the second goal you hope to achieve, and so on. (For instance, you may decide to go into the Army, buy a car, and then continue your education, etc.)

_____go to work _____leave home _____buy a home _____continue education

_____marriage _____buy a car _____buy furniture

____military service (if applies)

CURRENT AND ANTICIPATED NEEDS

Is it likely that there will be a need for a large number of workers in this job near my house?

_____ _____

_____

Is it likely that there will be a need for a large number of workers in this job elsewhere in the country?

_____

_____

Am I willing to move to another place in order to get this job?

_____

SALARY RANGE

The salary range (from beginning salary to what the highest-paid workers in this job earn) is_____

Would this salary be good enough to live as I want to live for the rest of my life?_____

Are there special benefits, other than salary, which interest me in this job?_____

If so, what are they?_____

_____

_____

EDUCATION AND TRAINING REQUIREMENTS

Of the educational and training requirements for this job, which have I already completed?_____

_____

Which requirements must I complete before I can enter this job?

_____

What other requirements must I complete in order to advance in this job._____

_____

Considering my grades in and attendance at school, are these educational and training requirements realistic for me?

_____

Will I be able to afford the cost of this education and training?

_____